Vol. V.

No. 6.

# THE SIERRA EDUCATIONAL MEWS and Book Review

JUNE 1909

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SAN FRANCISCO

# SIERRA EDUCATIONAL NEWS

AND BOOK REVIEW

Vol. V.

JUNE, 1909

No. 6.

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L. E. ARMSTRONG

. Editor and Manager

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### **Editorial Comment**

L. E. ARMSTRONG

### "SAN FRANCISCO-1910"

In 1895 the largest meeting of teachers ever assembled in America was held at Denver. And now after fourteen years the National Education Association is going back to the mountain city, a mile above the sea. The attractions of program, scenery, climate, comfort, and reasonable expense insures another remarkable gathering.

Aside from the general uplift of such meetings, there is a special reason why the teachers of California should attend this meeting at Denver. California stands a good chance of bringing the great convention to San Francisco in 1910. A special train bearing the California delegation will leave San Francisco at 11:20 a. m. on July 2d. Every arrangement for the comfort and convenience of the members of the delegation has been made. The banners of the California delegation will bear this inscription: "San Francisco—1910."

It seems hardly necessary to suggest to teachers what the coming of the N. E. A. to San Francisco in 1910 would mean to the State. A sight of San Francisco now will convince the last doubter that here again is a city to be proud of, a city that in its wonderful resurrection from the ashes of desolation is truly typical of our Western vigor and recuperative power. But for that fateful April morning, California would have entertained the hosts of education in 1906. And the heart of California remains the same—now that her house is once more in order she renews her invitation with the sincere conviction that her previous tender of hospitality, so ruthlessly set aside by the twin demons of earthquake and fire, should now be accepted. There are many beautiful cities in our fair land, cities that know how to care for the stranger within their gates. But none fairer and none more hospitable than San Francisco, and in addition the moral claim of a prior invitation extended and accepted!

Come, ye faithful ones, from the hills and valleys, the cities and plains of our beloved State, and let us go to Denver with a delegation large, enthusiastic, aggressive, worthy of the great State of California. Our confidence and our enthusiasm will have much to do with determining the matter. The business men around San Francisco Bay have done all in their power to make San Francisco the next meeting place. This is good, but the issue rests mainly with us. We all know that a great educational convention warms up to a strong, cheery educational delegation because such a delegation is consciously an integral part of the whole.

Did you say that you had planned to go to the Exposition at Seattle? For fifteen dollars more you may return to California from Denver via Seattle, with ample stop-overs. Or, perhaps, you would like to see the Grand Canyon, or perchance visit the City of Mexico? Only a few dollars more will enable you to do so. The railroads offer the best of service with very accommodating routings and stop-over privileges. California really needs your presence and your assistance at Denver, so join the delegation without delay and go on the special train. A letter or a telegram to Thomas E. Hayden, President of the San Francisco Board of Education, will secure the necessary reservation or will bring any additional information you may desire. Do it now! "San Francisco—1910."

### A SEVERE ARRAIGNMENT

The June number of the World's Worlt contains an article by Dr. Frederic Burk, President of the San Francisco Normal School—an article that must challenge the attention of school people everywhere. It is a frank call to battle. The article appears under the main caption of "The Bankruptcy of Education," and this no less startling sub-head follows: "A Frank Examination of the Monk-Made Methods which Continue to Make Our Schools Ineffective." The double-barreled indictment indicated by the captions is fully sustained in the article itself.

Whether or not one agrees with Dr. Burk that our school system is bound hand and foot in the meshes of a wearisome medieval tradition of scholasticism, he must acknowledge that the indictment is brilliantly drawn and makes very interesting reading. He must admit further that this scathing critique of present-day education and its methods finds partial justification, at least, in an undeniable failure to make education as truly serviceable in life as it might be and should be.

But when Dr. Burk assumes that there can be no art of pedagogy based upon a science of psychology, because forsooth there is no such science, he is standing on extremely radical ground. In a violent reaction from the doctrine of formal discipline, he seems to have passed pendulum-wise to pure pragmatism in education. According to Dr. Burk, the only rational basis of procedure must be empirical, and that the sooner we accept this conclusion the better.

There can be little doubt that Dr. Burk is temperamentally somewhat of an educational Jeremiah. Perhaps his pessimism is due to a tendency to take a static view of our educational problems. He sees clearly the mal-adjustments and clean misses of our present system, but seems to overlook the agencies at work that are slowly bringing education and life into better adjustment. We commend the evolutionistic viewpoint to Dr. Burk as a possible corrective of discouragement.

In presenting this trenchant arraignment of modern education, Dr. Burk lays upon himself the unquestioned duty of showing forth a constructive plan worthy of replacing that which he would destroy. The burden of proof must always rest with the proponents of change. Society has a right to demand that no one shall cast down the pillars supporting one of our greatest social institutions until he is prepared to replace them with stronger and more beautiful columns. We shall await with interest Dr. Burk's constructive plan.

### A GREAT MAN AND A GREAT BOOK

Edward Everett Hale, Chaplain of the United States Senate, eminent divine, successful author and beloved teacher, died at his home in Massachusetts on June 10th. Dr. Hale had reached the ripe age of eighty-seven.

While Dr. Hale's life was filled with useful activities, worthy of emulation in several fields of endeavor, his greatest hold on fame is the authorship of "The Man Without a Country." This book was written during the Civil War as a call to loyalty. And few, if any of the appeals to the youthful patriotism of our land have been more effective than this remarkable book.

### A STATE BOARD DISCUSSION

At the June meeting of the State Board of Education an interesting discussion of primary reading took place. Some of the members held that the chief essential lies in the development of an ability to read, that the consciousness of power over the printed page is the greatest incentive, and therefore a very careful gradation in the first books should be observed. Other members believed that a child's main incentive to a mastery of reading lies in interesting content, in materials carefully adapted to the stage of his development. They claimed that as incentives a child's interest outranks a consciousness of power. In other words, that as a spring of action the objective has more power with little children than the subjective.

To an interested outsider there would seem to be no great need of determining the issue. The debate brought out clearly the two great essentials of a basal series of readers. Reasonable gradation and suitable content are the obverse faces of the shield. They can not be separated. They must stand or fall together. A series of readers might well be perfect in mechanical gradation, and yet be utterly dead and worthless from the viewpoint of content. Several series of readers do fail at just this point. On the other hand, a series of readers might contain good selections, and still be unsuitable from the viewpoint of gradation. Both factors are indispensable in making a proper series of readers.

### PRIMER AND FIRST READER

There is one point in selecting texts in reading that needs very careful consideration. Practically all of our urban schools and a majority of the best rural ones give some definite method work before taking up the first of the prescribed texts. From two to five months devoted to the Ball, the Gordon, or the New Education Readers (method readers all) is time well spent, and there remains sufficient time in every school in the state to cover one good first reader before the close of the year.

But when a primer and a first reader both are prescribed, there is so much material to cover that the proper mechanical approach must be sacrificed for lack of time. Right at this point rests one of the most serious objections to our present State texts in reading. The compulsory use of both primer and first reader bars the road to successful method work, whether taken from some method reader or prepared entirely by the teacher. The fundamental plan is at fault.

Placing one good reader in each of the first five grades, thereby providing for each grade simply a minimum of essentials, would seem to be the most feasible plan. This arrangement would secure a desirable elasticity, so as to meet the varying needs of all the schools of the State. By this plan the State Board while securing a definite core in reading would leave to local boards the adoption of method and supplementary readers.

This is no longer a theoretic discussion in California. During the last six years the teachers of this State have tried the plan of using both primer and first reader in the first year, with the subsequent

adjustment of three books to the succeeding four years' work. The teachers have voiced their disapproval of the plan, and their disapproval rests upon sound pedagogy and common sense. Unless the desirability of having one required reader and only one, for the first five grades is admitted, one of the strongest reasons for discontinuing the present series is removed. We feel sure that the State Board of Education will not make the mistake of adopting any series of readers, however well graded and interesting, that is based upon a plan that has been shown faulty by the experience of the teachers of the State. The plan of a primer and four readers has been weighed and found wanting. Let us have a first reader, but no primer.

### NEVADA SCHOOL JOURNAL

The Nevada Educational Association, comprising the teaching body of that State, has decided to launch a monthly magazine to unify the interests of education in our sister State. The paper will be known as the Nevada School Journal, and the first number will be issued on September 1, 1909. The paper will be edited by John Edwards Bray, and R. H. Mitchell will serve as business manager. As the new paper will reach all the teachers of Nevada, it should prove of great assistance to the cause of education in that State. We extend to the new journal our sincerest well wishes for its continued success.

### ONE ON PRESIDENT FLIOT

Former President Eliot of Harvard tells of these experiences:

I find that lapse of years does not necessarily age the president of a university. Soon after I was called to be head of Harvard, I happened to pass two undergraduates in the college yard, and I overheard one of them say to the other:

"There goes old Eliot."

Thirty years later I happened again to be crossing the college yard and came rather suddenly upon a group of students who were engaged in some sort of altercation. As I approached, a stillness fell upon them, and I heard one of them remark hastily to another:

"Look out! Here comes Charley."

### THE UNIFICATION OF OUR SCHOOL SYSTEM

DR. ALEXIS F. LANGE Professor of Education, University of California

PROPOSE to-day to recite a chapter of unwritten history with the intention of showing what steps have been taken at the State University during the past sixteen years towards a solution of its end of the problem under discussion and also by what considerations and principles it has been guided.

In 1883 the University of Michigan introduced for its general culture departments what was known there as the university system. A junior student electing to work in accordance with its provisions was required to choose by the beginning of his junior year one major subject and two minor subjects, to plan his schedule of studies accordingly, and to submit a year and a half or two years later to a final examination on the whole ground covered, an examination set by a committee of three, representing the candidate's major and minors. After a few years' trial this method of obtaining the bachelor's degree of general culture was discontinued for various reasons, one of them being that neither students nor faculty were ready for so radical a departure from established tradition, and another the burden of administering individual final examinations.

The conception of university development, however, that had inspired the movement at Ann Arbor was carried literally and bodily as a beneficently potent bacillus, so to speak, to the University of California. This fact accounts largely for the following features of our general culture colleges as reorganized in 1892 by a committee of which Professor Gayley was chairman:

1. The retention of the traditional framework of a four-year course leading to a bachelor's degree. This meant the definitive rejection of the proposal to shorten the course to three years.

2. The recognition of the middle of the course as a suitable point for turning from chiefly cultural or man-centered aims to progressively professional or work-centered aims. This meant the rejection on the one hand of the idea that university work in the narrower, in the German sense, should be postponed until after graduation, and, on the other hand, of the position that high school training is educationally sufficient for university specialization. As indicated in the register of 1893, and stated more fully elsewhere, this step implied a modern-

ization of the old theory of liberal culture in that it emphasized not only the assimilation of the best our civilization has to offer, but also training for definite social efficiency and service through the methods of modern scholarship and its applications. It was seen further by the committee that the work of the first two years would come to be regarded as the continuation and partial culmination of secondary education while the last two years, without abandoning the purpose of general culture, would lead over without a break into the more strictly professional work following the bachelor's degree. Viewed from the outside, the main feature of this reorganization of 1892 was an adaptation not of the impracticable Michigan plan, "made in Germany," but of the Johns Hopkins group system. Beginning normally with the junior year, each candidate for a degree was required to devote about half of his time to a more or less coherent group of advanced studies in not more than two departments, this group to embody the university idea as just defined. The other half of his time might be given to informational and inspirational courses provided for in the various departments in the interest of many-sided self-development.

On this foundation the university has built since then, too fast, of course, for stand-pat college Tories, too slowly to suit the reforming university Whigs. One of the first fruits of the discussions accompanying and following our reorganization was the definite purpose in the minds of a number of university men to work for the eventual establishment, in the more populous centers of the state, of six-year high schools, which should prepare for the junior year of the university and extend educational advantages, the university to concentrate on junior, senior and graduate studies, without, however, surrendering its freshman and sophomore classes. This seemed a pipe-dream, though a logical one, at a time when most of the high schools we now have, had not come into being, while most of those that existed were kept busy adding a fourth year. Nevertheless this purpose has never been lost sight of since the middle of the nineties. It was with this in the background that the university made successive agreements with the colleges of the state to admit to junior, i. e., university, standing students who should come from these institutions with two years of college work, i. e., six years of secondary training, to their credit. It was in accord with this policy that the university cordially seconded Doctor Millspaugh's endeavor to establish at the Los Angeles Normal School courses paralleling those of our freshmen and sophomore grades. Naturally, therefore, it gave great satisfaction at the university when the last legislature passed the Caminetti bill authorizing communities to add a top-story of two years to the present four-year high school.

Meanwhile it had come to seem desirable and possible to develop further the plan of 1892. Professor Iones was chairman of the committee that undertook the revision. Its report, adopted in 1903, provided (1) for greater freedom in dove-tailing the upper end of the four-year course and the lower end of such professional courses as those of law and medicine; (2) for a more definite, sharply marked separation of the last two years, the upper division, from the first two years, the lower division, and (3) for a junior certificate to be given on the completion of six years of combined high school and college work or its equivalent, and to serve as admission card to the upper division, the time to be spent in this for a degree being an irreducible minimum of four semesters. Accordingly, the shortening of the combined secondary and university course was made to depend on the time required by the individual student for the junior certificate. Moreover, while the committee did not deal with admission requirements, the adjustments in the prescribed college studies of the first two years were made deliberately with a view to promoting a unified sixyear course, to unstiffening the barrier between the twelfth grade and the thirteenth grade, and to facilitating transfers from one group of departments to another, according to the student's change of purpose.

Thus far this process of evolution had involved the colleges of general culture alone. But the changes made seemed so sound theoretically and worked so well, while the need of correlating the high schools and the State University and of the parts of the university with one another became daily more apparent and pressing, that in 1907, after much informal discussion, a committee on unification and degrees was appointed, with Professor Stringham as chairman. This committee, known locally as the committee of fifteen, soon convinced itself that the high school aspect of the problem of unification could

not be solved satisfactorily as long as the technical colleges, with their necessarily more or less rigid sequences of study, were based directly on the four-year high school. This conviction, as well as general educational considerations, led to the working out of the junior certificate idea for the technical colleges, as it had been worked out for the colleges of general culture. In doing so we determined first a group, one group, of type constants-English, mathematics, foreign language, history and the natural sciences—on a six-year basis, with such dove-tailing of the upper end of the high school and our lower division as to leave the student free to complete one or more of the subjects required for the junior certificate either in the high school or in the lower division of the university, and to set the high school free to emphasize any of these subjects or types of subjects without any necessary reference whatever to the prospective university students of law or medicine, or commerce or agriculture, or engineering, or the science and art of teaching, or of the pure scholarship branches.

The committee than determined how the student would have to use his range of options in order to prepare himself, according to his preference, for the various routes beyond the junior certificate. Special regard was paid to so co-ordinating and harmonizing the differentiated approaches to university specialization that the student might continue his voyage of self-discovery as long as possible, without paying an exorbitant price in time and youth-for a change of mind. In the hope that students might come to look upon the junior certificate as a sixyear high school diploma, standing for a completed general culture course and so marking a good stopping place, it was further provided that students not able or willing to graduate from the upper division might get the certificate without having made connection by way of their electives with the work of the last two years. Now, this pushing up of all departments to the junior certificate plan presupposed, of course, the lengthening of some of the technical courses. For the engineering colleges, for example, it meant that three years would have to be required in addition to the two years of the lower division. To make the extra year compulsory seemed impractical as long as our sister university had not taken the same step. The best the committee could do was to propose optional five-year courses and to let the old four-year plan continue for the present. It would then rest with the high schools whether they would shape their programs with reference to one or the other alternative. What to work for, however, came to stand out very plainly. It was, in the first place, to make the foundation work for the various professions throughout the university an integral part of upper division programs, with the proviso, however, that each student shall have time for courses of the old-time college stamp and purpose. It was, in the second place, to relegate the narrowly professional training in special processes and technique to the year or years following the bachelor's degree. It was, in the third place, to devise such undergraduate courses preparatory to a profession and to adopt such methods of teaching them that, while each course leads over directly to the technical graduate training, it remains so man-centered in aim and so interpretative of the world's work that the student who does not look forward to the corresponding specific calling will find the course illuminating and truly "practical." This does not, of course, mean any separation of knowing and doing. On the contrary, the more doing, the better.

The report of the committee was adopted last spring and we are working under its provisions. As the last announcement of university courses shows, we have now a unified six-year secondary course, and this is linked everywhere to the university work of the upper division. The ratio of prescribed constants to electives is, of course, a matter of detail, to be adjusted as further insight and wisdom come to high school and university men. We have well unified the upper division by tearing down most of the partitions between the colleges of general culture and those of applied science and commerce, and have in most departments at Berkeley applied the principles I mentioned for uniting organically undergraduate cultural and graduate professional training.

What remains to be done is not so much a matter of guiding principles as of ways and means and of "keeping at it." I had hoped to be able to say on this occasion that the university had put the subjects of manual training, commerce, agriculture and music on its list of recognized high school studies. The delay has been really unavoidable and does not imply unwillingness on the part of the faculty to take a step which should have been taken long ago. But the com-

mittee of fifteen intends to "keep at it," and hopes to see this enlargement of scope an accomplished fact before many moons have passed.

Next in order of importance, as far as the relations of high schools and the university and the education of prospective engineers are concerned, is the elimination of the four-year courses in engineering in favor of the five-year courses. The fact that the movement is country-wide is decidedly encouraging. So is the further fact that between forty and fifty of this year's freshmen class have had the good sense not to arrest their development as human beings and citizens. They have elected the five-year course.

A third aim will have to be to induce the affiliated colleges of the university to raise their admission requirements at least to the junior certificate level. One of them, I know, has already reached the stage of serious intentions and another that of interested flirtation. All of them, I am sure, will move forward as soon as the well-known truth comes home to them that, barring unusual complications, a rational increase in requirements is followed by increased attendance.

A fourth aim must be to further continuity everywhere so that a preparation, cultural and technical, adequate to modern demands, may in no case have to be continued, normally, beyond the age of twenty-four.

In closing, I wish to emphasize the fact that the problem of unification, as it has presented itself to us, has all the elements of the same problem as it presents itself to grammar school and high school teachers, and that, therefore, the principles and devices which we find workable must be workable along the whole length and breadth of the school system. The starting point or basis must be everywhere a core of constants and a zone of variables, the former in the interest of a socializing education and of continuity, the latter in the interest of an individualizing education and of vocational terminals. Next comes the device of dove-tailing or partial overlapping of programs, so that certain opportunities are offered in each of any two parts of the system to be articulated. Lastly, we must so organize introductory vocational courses that they are on the one hand truly man-making and on the other of such a character that technical training may be made to grow out of them as the branch of a tree grows out of the bole of the tree.

### ART AS RELATED TO MANUAL TRAINING

JAMES EDWIN ADDICOTT

Former Principal of I. Newman Manual Training School, New Orleans

T IS my purpose to make clear two points: First. That art and manual training as expressed in private, municipal and national life are one and inseparable, and consequently should be so presented in the industrial arts courses for our public schools. Second. I shall attempt to show specifically what phases of art and manual training may be correlated naturally and advantageously.

This paper assumes that both art and manual training constitute essential branches in the courses of study of our elementary and secondary schools. The direct question before us is, are they distinct branches having few points of contact, or are they fundamentally related?

The answer can not be safely settled by referring to texts on the subject, neither should opinions of successful teachers of the individual subjects be wholly relied upon unless perchance they aim far beyond the technique and organization of school work; rather let us look out broadly upon the necessities of the industrial world and feel the pulsing need of American institutional life if we would answer the question rationally.

To be more specific, it must be admitted that on the one hand, there may be a few individualistic artists whose work is so highly specialized as to be wholly unrelated to structural elements, and on the other hand there may be mechanics whose work does not and needs not partake of any artistic feeling; it seems to me, however, such specialists have no more right to expect that a technical preparation for their callings be given in the elementary schools than the lawyer has to expect a training sufficient to plead a case in the courts, or the surgeon that all pupils be qualified to treat appendicitis, or the clergyman to request that each child be able to expound the doctrine of the trinity.

In the past the manual training movement in this country emphasized highly specialized technical and accuracy features as essentials of a preparation for a few specific forms of handicraft. Likewise much of art in the schools has been and still is a series of drawings arranged in such sequence as eventually after many years of effort to prepare the pupil for some specific phase of so-called "refined art." The teacher who hopes to guide educational thought to-day must feel the relation of

his specific branch to the world's work. Admitting the narrow specializing aims of art and manual training in the past, it is but just to say that they approached the educational ideal as closely as other school branches, for we claimed and could prove by the theories of the pioneer psychologists that manual training and art not only trained all the faculties at one sweep, but we invented some new artistic, and mechanical faculties which were developed simultaneously with the commonly accepted list.

With such narrow and undemocratic ideals and with such an inadequate theory of the aim of education, it was impossible to fully comprehend the fundamental relations which naturally combined the arts and crafts into a broad, unifying, educational movement.

To-day the educational ideal has shifted; we look not so much to textbooks, not to the teacher, not to the rich heritage of the past; rather we look to society and to the great industrial and commercial enterprises if we would know just what is best to teach.

The thoughts contained in texts, the ideas of the pedagog and the ideals of past generations are to be accepted only as they serve to fulfill society's present plans for physical, intellectual and religious attainments and needs.

From this broad social standpoint let us first consider the arts, then the crafts, and then their union as expressed in private and public needs, and lastly the relations of the two in school as a preparation for and as participation in this private and public life.

In the past there has been an almost superstitious reverence for the highly specialized talents of the artist. Some one has described the artist as "heaven taught," for it is he that has led us to see and appreciate the beauties of ocean, of mountain, and of God's grandest works.

When the artist really does lead us through his work to a nearer view, and a higher appreciation of the exquisite harmonies and beauties of nature, his work may indeed be styled heaven-taught, and even heavenly; and he may be given credit for living up to his highest religious and educational ideals. Too often, however, we see the painter of the picture glorified, rather than the works of the Creator which inspired the artist and thus made the painting possible. We have a suggestion here of the true nature and mission of art. Art fulfills its highest mission only when

it leads us to a higher appreciation of the beauties of nature whether they be inanimate, animate or human. A taste for things beautiful in nature, a refined and delicate feeling of pleasure in the sunset, the woods, the mountain streams, and a sympathy for nature's creatures are among the highest ideals of art instruction.

When fine arts become separated from all other arts, when they cease to be an integral part of the thoughts, actions, and inner being of the individual, their grace, charm and effectiveness are lost.

Instruction in fine arts is the creation of an atmosphere, in which the student breathes, moves and performs every detail of his life's work. Fine arts should affect out taste for nature, for literature, for music, for high companionship, and, in fact, for everything that may be made lovely and holy.

Art is not a subject to be isolated from all other subjects, and then subdivided into its various parts for special study and arrangement; but rather a charming appreciation of all things beautiful, at all times, and in all places. Consider for a moment the broad influence of art in the modern home. Notice the simplicity of lines in the wood work and furniture, notice the color scheme of carpets, rugs, tapestry, wall paper and decorations. While there are many things in one room, the harmonious blending of colors and of simple decorations impress one with a unity and simplicity that is exquisitely pleasurable. The darker tones of the floor gradually lighten to the soft tints of the ceiling, producing a quietude in the individual similar to that felt when nature supplies the restful dark green beneath, the woods and mountains in the foreground and the light blue sky above.

An attempt to separate clearly the arts from the crafts in such a home would mean annihilation to both. Without the delicate artistic touches to the structural and ornamental elements, there would be little need or appreciation for much of the craftsman's work. Reciprocally, without the constructions of manufacturer and craftsman, how and where may the artist express his feelings or display his talents?

The union of arts and crafts is displayed in every department of a modern home; from the drawing room to the kitchen, the principles of harmony, simplicity, and beauty are expressed by the correlated work of the artist and the artisan.

This correlation is strikingly manifested also in private, municipal, and national enterprises though what has been accomplished is a very small part of what is to be. Elaborate preparations are on foot in many of our cities to adopt a style of architecture adapted to the climate and most fitting the natural environment, also to give such cities an arrangement of public buildings that will add architectural beauty and at the same time suit the convenience of the public. The conception of artistic civic centers, with landscape gardening, boulevards and parks, is growing in popularity every day and evidences in a profound way the increasing public demand and appreciation for the union of arts and handicrafts. In many of our American cities, the union of the beautiful and the useful is being expressed in every detail coming under municipal control. We find artistic feeling expressed even in the poles and fixtures for electric and gas lights, in bill boards, shop fronts, fire alarm boxes, plates naming the streets, letter boxes, electric light signs, pavements, fountains, monuments, and the arrangement of steps, flowers, shrubs, trees and lawns.

Striking examples of this harmonious blending of the arts and crafts may be found in public buildings such as the Boston Public Library and the S. P. R. Depot at San Antonio, Texas. The latter has an entrancing architectural charm and seems to be peak the climate, history, and character of the Texan people.

The simplicity, beauty and unity expressed by the Boston Public Library is beyond description. One can simply breathe the atmosphere and receive the inspiration. Every minute spent within its walls only enhances the ennobling influences which minister to the spiritual emotions.

In government buildings, such as the Congressional Library and the new San Francisco Postoffice, we see indications of a growing national desire for the correlation of hand crafts and arts. Though these national buildings may not fully satisfy our ideals for unity and simplicity, nevertheless, when viewing them, the esthetic element dominates one's feelings.

At the Louisiana Exposition much of the so-called arts and crafts was exhibited in the Palace of Fine Arts. Porcelain, glass and metal work, textiles, and household furnishings were awarded honors and prizes on equal terms with paintings and sculpture. It is gratifying to note this national approval of the art-craft movement. It would seem in place now to ask the following questions:

Should teachers of art or of manual training ignore the official position of the government in this matter? Should they ignore the desires and needs of society? Should they be taught art largely for art's sake, and manual training largely for the sake of manual training, or should they both be taught wholly for the pupil's sake and for the sake of society whom we serve?

It is unfortunate that teachers of art and manual training have been so slow to recognize each other's virtues; for the work of either is essential to the welfare of the other. If the fault lies unevenly, it would seem to rest on the side of those who are mechanically inclined. The all important thing at present is to harmonize these elements and thus secure a reciprocal influence between art and construction. The most useful things are artistic and the most artistic things are in the highest sense useful.

The artistic project is becoming the ideal of the artisan, while usefulness and fitness are being recognized by artists as concomitants of the beautiful. This meeting upon common ground of art and industry is due in no small measure to our changed and changing notions of education, thoroughness and specialization. The specialist of to-day is not that person who knows one thing and only one thing, but rather that person who knows one thing in relation to all other things to which it is in some way related.

There is no adverse criticism of the artist who wishes to make a shelf or plant and care for a flower garden; on the contrary we credit him with being an artist of the broader sort. The artisan in the same way is considered a more proficient man if he gives a touch of beauty to the form and color of his work.

The present tendency to introduce art and manual training into the already crowded curriculum of our public schools is due to this broader view of education, thoroughness and culture. Both these subjects touch in a vital way the very heartstrings of every boy, girl, man and woman. Each of these branches is related in some way to every other subject in the curriculum, and by denying either of them a place in the course of study we only weaken that course and consequently the pupil; for we are thereby cutting off the full supply of experiences which give life and motive to the thoughts and actions of normal children.

The school teacher who objects to art and manual training on the ground that there is not even time to teach reading, writing and arithmetic thoroughly, is like the farmer who spent all his time plowing, harrowing, irrigating and fertilizing; but, as he never found time to do these things thoroughly and perfectly, he therefore objected to planting any seeds.

This school work that is always getting ready for life and forever says to the child don't touch life till you are thoroughly prepared by studying textbooks, is like the experience of the farmer who refused to plant seeds until the propitious time had passed, or like the boy who way trying to swim before venturing into the water.

I have little patience with that form of education which is based wholly upon a preparation for life. If school work isn't life, and life work, it isn't worthy the name of education. Education means life. "I have come that ye may have life, and that ye might have it more abundantly." The life of every boy and every girl is an unfolding, a growth, a participation in some form of life's duties and the 'process is internal application, not external. We have looked upon the child too much as we would a watch with all its wheels, springs, screws and cogs, thinking that as the watchmaker may adjust and lubricate till he perfect timepiece is produced, just so the teacher may force his ideas and impressions upon the child, regardless of the child's aptitudes, previous experiences or attainments. If this theory were true, we would have found the perfect man long ago. We will make educational progress faster and more naturally by thinking rather of the child as a plant which does and must develop largely according to its natural inclinations. We can nourish, protect, and guide, but we c'n not safely force either the growth of the plant or the development of the child.

As a means of natural unfolding and self-expressio we find both art and manual training to be safe and reliable agents.

The correlation of these two subjects is the great need of each. This can not be done by discussing the relative merits of each, nor by emphasizing the strong characteristic features of one for the benefit of improving the other; what we must do is to seek common ground and work together along the line of least resistance for common ideals. We have already shown that there are certain fields of educational work and

of industrial enterprises, and of practical every-dav affairs which look to both art and mechanical skill for their highest 2:1d richest realization of success. Speaking broadly, we find even remote and apparently unrelated branches, such as music, poetry and literature, are dependent in no small way upon fine arts for a full and complete interpretation; the mechanical element, likewise, is necessary for any expression of cadence and rhythm in either poetry or music.

It is in the field of industrial arts that hand skill and fine arts are obviously related and interdependent. In the preparation and serving of foods, in the planning and making of clothing, in the construction of homes, business houses, means of transportation, and in the various other conveniences serving the æsthetic and practical needs of man we find the common ground referred to, the workable field for both fine arts and manual training.

In considering the various sub-topics coming under the general headmetal work lending themselves most naturally to the artistic designer; ing, industrial arts, we find some lines such as pottery, basketry, and there are other lines, as textiles, cardboard and woodwork, offering many limitations; while still other lines, as joinery, machine shop work, admit of very little art expression.

Let us consider what phases of art are best suited to manual training courses. Both applied design and art interpretation may well serve the manual teacher; for the former deals with the size, form and color of construction, and the latter allows a universal application of art principles.

It is evident that other important lines of art, such as a study of pictures, of the life and works of artists, of historical and inspirational masterpieces, as well as the production of pure or modified representation are less intimately related to structural work.

That branch of art known as design seems then to be most vitally related to handwork; indeed, it is an essential part of that work; for it deals not only with decoration, but also with construction and arrangements of parts.

By design I mean the "conception and expression of form and color ideas, including all kinds of construction, arrangement and decoration."

The main purposes of design are to secure unity, simplicity and beauty;

the specific principles of balance, rhythm, harmony, variation, etc., are also to be ever kept in mind.

Every design must be influenced by and must conform to the ideas of use to which the thing is to be put, to the essential structure, to the materials of which it is to be made, and to its surroundings. It is in these last ideas that the artist finds his greatest difficulties when trying to assist the manual training work. The art teacher who has never made a basket can hardly be expected to direct the work in designing baskets. The same difficulties arise in designing for sewing, bent iron work, cabinet making or any other line of handwork.

The question naturally arises, where may the teacher be found who is at once artist and mechanic? One rarely finds an artist with the accurate training of a mechanic, the artist rather deplores accuracy as being destructive to art. On the other hand, how few technological students find real pleasure in fine arts; they rather look upon artists as visionary persons who have a superstitious reverence for beautiful forms and color.

Occasionally we find an artist who sees how art may be applied to the work of securing and making food, clothing and shelter, in such a way as to minister to the æsthetic feelings as well as to the material comforts of man.

Occasionally, too, we see a manual training teacher taking fine art courses, and getting the appreciation and spirit of art, perhaps as a controlling influence over all he sees, and hears, and thinks.

While we are expressing our desires and ideas concerning the simultaneous teaching of handwork and art, the fact still remains that the artist-artisan who is also an artisan-artist is rarer than the four-leafed clover, I might say, after the frost.

What education wants to-day are men and women who are well balanced in these two related subjects, who appreciate both, and who can teach both without under or over-estimating either.

The teacher of design should fully understand the limitations of material to be used; such knowledge is impossible to one who has not had much experience in the manipulation of substances involved in manual training courses. The teacher of handwork has the limitations of material well defined; he usually has his ideas of design well defined

also, too well, in fact, for the straight-edge and compasses are still used at the expense of freehand designs, and consequently the æsthetic element is not given its rightful place.

It is practically impossible for the art teacher and the manual training teacher to fully agree upon the design and structure of a given project, and this lack of agreement indicates the desirability of securing a teacher who is well balanced in designing and construction. Such combined qualifications, as has been pointed out before, are rarely found in one teacher. And this indicates the crux of the whole matter. When our training schools and colleges can send out well-balanced teachers of the arts and crafts, teachers who understand both, and teachers who love to teach both, the question now before us will not be a difficult one to solve. This does not mean that teachers without training in each line should be forced to teach both; for if the teacher is an artist it is futile to try to get an exact balance of the two. If the teacher is a mechanic, the same is true. Let the teacher teach that which he loves, that which he feels and lives in, that which he has the power to enthuse his pupils with and to give them a thirst for more.

To state briefly our conclusions:

- Art and manual training are fundamentally related and should be so considered in elementary and secondary schools.
- (2) In all lines of industrial arts handwork and design may be advantageously correlated.
- (3) The double purpose of this correlation is to elevate and refine the work of the artisan, and at the same time to make the artist's work practical and essential.
- (4) From the pupil's standpoint this correlation gives interest, reason and motive to both art and handwork.

Lastly, the ideal is to make of every teacher-artist an artisanartist, and of every teacher-artisan an artist-artisan.

### NATIONAL EDUCATION ASSOCIATION

DUNCAN MACKINNON
City Superintendent of Schools, San Diego

San Diego, California, June 1, 1909.

To Superintendents and School Principals in California:

THE National Education Association will meet in Denver from July 5th to 9th, 1909. The local executive committee at Denver has been at work for months making every possible arrangement for the comfort and convenience of the visiting teachers. President Harvey has prepared a splendid program, and one of the most successful meetings in the history of the Association is assured.

Arrangements have been made with the California Promotion Committee to have California represented as never before at a convention beyond the borders of the State. Reservations have been secured at the Brown Palace Hotel for State headquarters, and neither expense nor energy will be spared in advertising the Golden West and of dispensing true California hospitality.

The N. E. A. Convention was to have met at San Francisco in July, 1906, but owing to the disaster of April of that year the meeting was abandoned. To-day, the new twentieth century San Francisco sends greetings to the school men and women of California, and through them extends a most cordial invitation to the educators of America to hold the next meeting of the national organization in the most interesting, modern, up-to-date city on this continent.

Teachers of California, will you not take advantage of low rates, enjoy the unusual scenic attractions of Arizona and Colorado, gain strength and inspiration for more effective work, and join us at Denver in urging the claims of San Francisco for 1910?

Will you not bring this matter to the attention of all your teachers at the earliest possible moment, for the transportation companies agree to furnish special trains (no additional expense) for the trip, provided a sufficient number of passengers are secured? Decide to go, persuade your friends to do the same, consult with your local agents, and write me the number of reservations you wish for special train.

# THE HIGH SCHOOL-WHAT, WHENCE, WHITHER? DR. W. SCOTT THOMAS

Assistant Professor of Education, University of California

THE university of to-day, and still more truly the university of to-morrow, has to do mainly with a highly selected, reasonably homogeneous body of young men and women, but as such lacking, for the most part, chiefly the professional or technical training for To the schools, on the other hand, falls the far their chosen lifework. more important and difficult task of taking the raw material of a thousand types and rendering therefrom to society the men and women of our work-a-day world. And as the making of these men and women must always be more vital to a democracy than the making of professionals or technicians, so, in a democracy, must the problem of making the most efficient and widely serviceable schools be ever a more vital problem than that of making a great university.

What is this modern American high school, the ordering of whose tasks we have met to-day to consider? We might give various answers to this question, each applicable and true; but to me, the modern high school appeals conspicuously as the greatest educational experiment ever tried by man. Greatest, because nowhere else, or before, in history can we behold the spectacle of a vast people—with half vision, and gropingly, it may be, but still determinedly—setting itself the task of universal self-construction, the task, in other words, of providing a liberal education for both the natural component parts of society—the man and the woman in the making—given to both and all on equal terms and without discrimination.

With us to-day the high school is so much a matter of course, we are apt to forget that it is a mere infant. A glance at its vital statistics will be interesting. In 1876, scarcely one generation ago, there were only 23,000 secondary students in all the public schools of the whole United States. To-day there are 800,000, while in California alone there are 30,000. Incidentally we may compare these figures with those for the colleges. The American college is as old as the American people. In 1876 there were 32,000 students in the colleges of the United States; to-day there are about 150,000. Thus we see that in the space of one generation the number of college students has increased four and one-half, while in the same time the pupils of the public schools have increased thirty-five fold.

Statistics of cost for the whole country are hard to get at, but we know that California is spending \$75 yearly per pupil for her high schools. If we suppose \$50 per pupil a fair average annual expenditure for the whole country, we have \$40,000,000 as the yearly running expenses of the modern American high school.

No believer in the principles of democracy; no one who has faith in the value of the human; no one who realizes the possibilities of an awakened people, can doubt that in its fundamentals, at least, the high school has safely passed the stage of experiment. That the state shall in theory forever ensure to all its members free educational opportunities beyond the traditional three R's is a principle and article of faith which will never be recanted so long as we are a democracy. It is the Demos' expression of faith in its own capabilities and in its own human rights.

### CHILD OF A NATION'S LEISURE

The high school of the twentieth century is the child of a nation's leisure; it is a creation of the great industrial classes awakened and vivined through hope—classes which within the last forty to fifty years have, for probably the first time in the world's history, found leisure and energy above what was demanded in the struggle for existence.

As a result of this unparalleled development of the world's engines of production, the industrial classes are finding the struggle for existence growing increasingly easier; wealth is disseminating among all classes, and new ideals of comfort and luxury are springing up. But above all, as a by-product of the evolution of production, has come leisure, and concomitantly with the same movement has unfolded the evolution of the emancipation of woman.

Now, with the boys and girls of the great industrial classes less and less needed as wage-earners, nothing could be more natural than that they should feel the impulse towards social betterment; should hear the call of the human, and in ever-increasing numbers employ their new-found leisure in seeking to share those advantages, and rise into those employments which had heretofore been the privilege of the few, to whom in the past, education and culture had been a birthright or a tradition. The American public high school therefore rests upon

these two pillars, a nation's leisure and an emancipated womanhood.

With such parentage for the high school and with such riotous nurturing it would be surprising if it had turned out an entirely model offspring, bringing satisfaction and joy to all its relatives.

### MURMURS OF DISCONTENT

And in truth, if we listen we may catch on every hand low murmurs of discontent, charges against the high school of false standards and useless tasks, of misdirected energy and wasted years, of unproductive and impractical studies, of frivolous purpose and general dilletantism.

Above all everywhere is the observation and regret that the boys—and too often the best boys—are not in the high schools. In California over fifty per cent of the boys who enter the first year of the high school never reach the second year. Bad as this looks it is probably scarcely as bad as it seems, for naturally in the evolution of the high school we should expect women to reap the larger share of the advantage, since it is to woman that modern economic changes have brought the lion's share of leisure.

But, mitigate the fact as we may, it can scarcely be denied that the American boy of the industrial classes is utilizing an abnormally small proportion of his late-won leisure in high school attendance. Moreover, seek such explanation as we may, we come in the last analysis to this conclusion, that the boys of the industrial classes and their parents feel that the high school as it is, does not pay.

When all is said and done there is but one argument under heaven whereby the average man—parent and taxpayer of to-day—can be brought to see the justification of any course in education beyond the three R's—whether in the high school, college, technical school or university. That argument is this: that somehow, somewhere, sometime the outcome for the subject of this school-employed leisure shall be greater efficiency. And, allowing for different shades of interpretation which different classes of users will put into the word efficiency, we should have trouble in finding a more reliable touchstone of validity for any sort of education.

Not to go too far afield, this briefly is what we have in the con-

stitution of the modern high schools: First, we have a vast number of newly-emancipated women-in-the-making, for whose secondary education we have no guide in history or experience other than the traditions of the education of men; these girls are chiefly daughters of the industrials; secondly, we have a materially smaller, but still very large, number of boys from the same classes, for the guidance of whose education beyond the three R's we have little more than the traditions of the semi-professional, cultured classes of the past; thirdly, we have a much smaller body of the members, descendants or homologues of the traditionally cultured and professional classes. Now to this last class belong the schools, by right of tradition and procession; in their service in these interests the curricula were originally devised. modifications as have come since, have come largely by way of compromise between the evolving ideals and demands of these two lastnamed classes. The first class—the girls—having, as I said, traditionally no educational ideas of their own, and having of all the classes the largest share of leisure, fell pretty readily in with the ideals of the last class; and there, as for the present they seem fairly content, we will leave them.

Meanwhile the parents of such children consider the high school an expensive luxury, well enough for girls and namby-pamby, would-be college upstarts, but of no practical value and not worth the time of a serious-minded boy who has things to do.

I am giving you the growing convictions of years, backed by long and frequent contact with the high schools and high school public of California, and there is little reason to consider the case of California an exception.

If, now, this is a true picture, if this is our predicament, shall we, like the ostrich of the desert, hide our heads in the sand and say, "Lo, there is no storm; all is well"? I think not. We have a task here worthy of the best efforts of every school man and every university man in California—nay, of the nation.

### PROPOSALS FOR BETTERMENT

My proposals for betterment are no pet schemes; I am prepared to see them cast as rubbish on the void when more skilful hands shall have made the work complete. tr

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But first, and in general, I urge that as a people we shall give up the fiction of the democracy of intellect; that we shall realize that true democracy in education consists not in trying to have everybody do what some one else has done, but rather an opportunity to do best what heredity and circumstances have clearly set as a natural goal. Of the thousands who yearly pass through the eighth grade of grammar school, a very large percentage are fitted neither by nature, nurture, ambition or condition to profit vitally by a curriculum devised primarily for would-be scholars. We must see that all kinds of honest work are equally genteel; that a humble life lived honorably is a crown of glory to a man. As a corollary to these propositions, we must realize that each of the classes into which I have analyzed the high school constituency must be equally provided for, and the course of study shall fit equally well the artist and the artisan.

Specifically, then, I should begin by a gradual modification of the schools as we have them. Granting for the present, and for the sake of harmony, that it may be wisest to impose upon all, a uniform course of study through the sixth grade—though a different one from those I know best in California—I should begin with the seventh grade a free and somewhat radical differentiation.

### CUT DOWN BOOK WORK

In one direction I would largely increase the manual and constructive work, drawing, clay modeling, and work with all sorts of raw materials; then should be added the domestic and industrial processes, with active participation wherever possible in the processes themselves; elementary agriculture and gardening for the rural community; for the urban schools occupations of kindred types drawn from local social and economic activities. I would cut out a large part of the present commonly prescribed book work, allowing occupation with books to grow out of the active work, rather than dominate it. Formal grammar entirely, much of geography, arithmetic and spelling as taught, I should omit.

In another direction I should provide for more literature of suitable type, at least one modern foreign language, elementary mathematics other than arithmetic, and history other than the United States.

I would not draw a hard and fast line of demarcation between these two courses, but rather leave much of the work in each course locally optional, with free interplay between them. Those who had finished two years of either course, or such combination of either as seemed advisable, should receive the usual county or city eighth grade diploma. The work of those two years, if proper provision were made, might be done in the local grade schools, or better, in the nearest high school. If done in the latter, the community should arrange for payment of part of the cost of transportation of attendance of pupils at a distance.

Then I should provide for a continuance of these same two general types into and through the high school. The one course, while embracing certain so-called cultural elements, should frankly bend towards active industrial life, whether in country or city, as the case might be. The subjects of this course might be so taught as to develop their cultural value, which is more in attitude of mind than in the books themselves. The other course, while not excluding, but rather including elements of the first, should be built up around a core of the traditionally cultural subjects; the vernacular, foreign languages -with the chief stress on the modern-history, laboratory science, and mathematics. These elements should not be combined hit-or-miss, but into a well-ordered whole, whereby no pupil should fail to receive instruction in the fundamentals of each. All courses of the state university should stand open to the "recommended" graduate of this course, but, without the university finish, the course would be a wellrounded "college course," in the older sense, and as such, would afford an excellent training for living, if not for immediately making a living.

The time would come, and more speedily than many think, when the universities or the colleges would take the "recommended" graduates of the one course as readily as those of the other, as they practically do now through the arrangements for "special students." And the sincere popularity of the high school that would immediately become manifest because of its far greater service to the greater number would far outweigh the possible evils of the interim.

# ELEMENTARY SCHOOL GEOGRAPHY DR. H. W. FAIRBANKS

Author and Lecturer, Berkeley, California

THE Elementary School Teacher for October, 1905, contains an article by Mr. Walter J. Kenyon, at that time of the San Francisco State Normal School, criticising in a comparative way the different geography texts. In this article occurs the following sentence: "Of all the information imparted by the geography course our expectation is that the pupil will forget the greater part." The author seems to state this as a generally recognized fact and not worthy of special comment. He does not lament it nor does he suggest any remedy.

I was so impressed by the above candid admission of the practical failure of school geography that I read and re-read the sentence in order to be sure of its meaning. I doubt whether teachers would generally acknowledge that they expected any such result of their work, but in regard to the truth of the statement as to the final condition of the pupils' minds with reference to the content of geography there can be little question.

Admitting the statement to be a fact, it would appear that there must be something radically wrong in our educational system, for the facts of geography are not the only things which the pupils forget. Geography is taught through five or six years of the elementary school, and as the courses are generally arranged, the subject matter is gone over once in the primary book, and again in the advanced, so that if our methods of teaching were at all adapted to the needs of the child mind more of the facts would be retained.

That a large part of what is so laboriously acquired is shortly forgotten can be proved by putting a number of questions to an average class of high school pupils. The answers obtained are often very amusing. It is argued in some quarters that this wide-spread deficiency is due to the newer theories of teaching which minimize the formal drill of the old-time sailor geography. I do not believe that this can be proved, for geography teaching has been only slightly affected by the newer ideas. The formal drill upon the names of places, of boundaries, and of productions is carried on in most places as in the past, but its complete failure to turn out students with a working knowledge of the earth should drive it from the schools without further questioning.

Geography, when properly taught is, perhaps, the most attractive of all the studies of the elementary school. It deals with the world around us, its wonderful features, and the living things which inhabit it. It is only our bungling, and our violation of every pedagogical principle involved, which removes it from this position. In nine cases out of ten the only geography which a child ever gets, is learned from printed statements in a book. Because of a lack of training in the observation and interpretation of the facts of geography which lie within the field of experience, the child is unable to form mental images of sufficient clearness to make these formal book statements of much value.

Possibly you may say that this is not a true statement of the condition of geography teaching in our schools. Much that is theoretically good is found in our educational journals and in the city and county courses of study, and we often hear most excellent sentiments voiced by lecturers. Here and there certain practice schools, as well as individual teachers, are doing live work, but when we have said this we have said all.

Theory and practice are usually far apart. Actual school room instruction in geography and nature study bears little resemblance to the printed course. I have in mind two cities not far from the new metropolis of California which, on paper, have excellent courses in nature study, but where in reality the subject is rarely touched upon.

As far as my experience has gone the conclusion seems irresistible that in spite of all that has been said and written on the teaching of geography, as well as of the extreme importance of a rational nature study, we have in reality made little progress.

Go into the schools of California, city or county, and find out how many pupils have had any instruction in local history, local geography and nature study, and I venture to assert that there will be some surprises. The pupils may be able to tell you about the important rivers of Asia if they happen to be studying Asia at the time, but make an attempt to find out how much they know of their own state, and how its position, climate and physical features influenced its settlement and development, and you will in most cases be met with a shake of the head.

Aside, then, from a lack of knowledge of facts of the first importance concerning the region in which they live, pupils are lacking in that fundamental training which makes it possible for them to take hold of and appreciate facts about regions far removed. Without a practical knowledge of home geography pupils can not obtain a clear knowledge of general geography. It is only by building on to what has already become a part of experience that the mind grows. The home region is a little world in which are found examples of facts, relations and processes illustrative of the world at large.

The home geography given in the first book of our state series possesses little value unless it is supplemented by illustrations familiar to the pupils. Home geography learned from a book is of no more value than any other book geography.

We are creatures of habit and custom in education as in other matters. Our traditional training makes geography a book study, and as such it is still recognized by the majority of teachers. Of course it is understood by all that the greater part of the materials of geography must be obtained otherwise than through observation, but by "book study" I mean placing the main dependence upon the formal text. The latter is the worst possible thing that could be devised for familiarizing children with the world at large. The use of pictures, stories, description of explorations, travel, current events and history form a very different foundation.

We demand no special training for teachers of elementary school geography. The subject is placed on the same footing as grammar and arithmetic, and any one who can pass an examination in the old-fashioned place geography is considered qualified to teach. We fail to see that geography is different from the other subjects and requires a different treatment. This, in my opinion, is what makes geography teaching so poor at the present time and its results so unsatisfactory.

Geography is the forerunner of the sciences, and the principles which we have come to recognize as important in teaching them should be applied to it. We expect some practical knowledge on the part of those who are going to teach biology, physics or chemistry. Physical geography or physiography, that most elementary and comprehensive of all the sciences, has only partly broken away from the text-

book method, but when we come down to elementary school geography the need of specially trained teachers is not appreciated. Anybody can sit at a desk and ask questions from a book, and what more is needed?

The teachers can not make use of their home geography. As a rule they know little of the local history. This is not primarily their fault. It is rather the fault of the education system in which they have grown up. Long established custom has apparently fixed certain things, and it is like pulling eye-teeth to get rid of them. We do things in a certain way because they were done that way before us, and ask no questions.

Our textbook writers and their publishers are perhaps more to blame than anyone else for the inertia exhibited in educational methods. Most textbooks are written to make money for author and publisher, and in order to do this most successfully they cater to public opinion, instead of leading in an educational advance. In spite of all the agitation the past few years the most of the textbooks in geography are practically what they were a generation ago as far as the great bulk of their material is concerned.

While there are a few notable exceptions, most of our city and county courses of study follow the old lines. The textbooks set the example and we follow because that is the easiest thing to do. In the texts the Eastern states are taken up first, and so we give them first. The pupil comes back to California toward the close of the grammar school course. The whole earth has been studied in an intensive way before an intensive study has been made of our own state. Most pupils leave the grammar school with very little practical knowledge of the geography and history of California. They have learned the short supplemental chapters and that is about all. The extremely valuable and interesting narratives of the explorers and pioneers, and their struggles with adverse geographic conditions, are generally unknown to them.

We continue to cram pupils with lists of unrelated facts and think our work successful if we can pass them up through the grades. We do not stop to ask what is the real value of it all, or whether the pupils will be able to retain and make practical use of the facts. We say we are educating them, but for what? Does it not often happen

that the graduate of high school or college who has spent years getting facts from books, finds that he can not make use of these in real life? The weaving of facts gleaned from books into the experiences of actual life has been neglected through all the years of school.

We have been accustomed to plead that even if the pupil forgets the most of what he learns, that even if many of the facts acquired are of little or no direct use to him, yet after all, there still remains the effect of his mental training. Formal discipline we are accustomed to call this training when given for its supposed effect upon the mind without particular regard to the value of the content of the subject. We say that the training in arithmetic, grammar and geography cultivates the mind and develops the memory and reason, and are valuable for this alone even though they are of no direct use.

The time has come, however, when we shall have to put away this idea which has been the cause of a vast amount of wasted energy. Modern psychology has shown that it is useless to teach a subject merely for its discipline upon the mind. Training in one subject does not give the mind added strength to attack other subjects.

Our school work is continually expanding and more and more is expected of the pupils. The sole idea in the minds of the authors of some of the courses in nature study and geography which have come under my observation is apparently to cram into the minds of the pupils a smattering of the whole accumulated experience of the human race. They forget that the school period is but the beginning of life and that the effort should be rather to train the mind and supply it with a few necessary fundamental facts. This process of cramming without taking into account the pupils' powers of assimilation, nor their natural interests, is driving them from school by the thousand.

The dependence upon memory alone for the retention of disconnected facts, and these facts gleaned mainly from books without a pre-established basis of home geography are the curses of modern geography as of the earlier. The impression is generally current that we are giving less memory work under the impetus of the "new geography," but the author (Redway) of one of our leading texts, who should be in a position to know, says that "at no time in the past has so much memory work been imposed as at present."

The value to the pupil of beginning at home with what is familiar seems to be universally recognized when it is seriously brought to the attention of teachers, but there is a lack of a vital appreciation of the fact. Children are capable of understanding simple geographic relations at an early age, but at a period when they are most inquisitive as to the why of things, we give them bald facts. This elementary home geography could be made especially valuable in the schools of California for the reason that we find here such sharp contrasts in relief, climate, productions and industries in the distance of a few miles. The proper study of the home surroundings and of our own state could make clear and intelligible the geography of the whole world.

The first and most important factor in a rational geography course is a teacher familiar with and able to make use of the phenomena of the region in which his school is situated. The lack of this ability has particularly impressed me wherever I have come in contact with schools over the state. I once stopped at a farmhouse in the central Coast ranges where the teacher was boarding. The schoolhouse stood upon the very crest of the Coast range watershed and the great "earthquake rift" passed directly through the schoolyard. teacher was bright and ambitious, and although a normal graduate was making no use of the facts of the neighborhood in teaching geography. At Point Reyes, I asked a young girl if she ever had anything in school about that interesting bay known as Drake's Estero, which was situated close by, and the story of the landing of the navigator Drake, and she replied in the negative. All over California the children are growing up with many facts crammed into them which they will never use and will soon forget, but with little knowledge of their surroundings.

Much of the work done in map drawing is open to the same criticism as the formal memorizing of the textbook. The pupils should first observe the drainage and relief features of the neighborhood, and follow this up by making models and drawings. Then the relation existing between life activities and these features should be worked out. After the map symbols, standing for actual things in the region open to observation are thoroughly understood, the pupils

are then, and only then, prepared to form mental images of what the map symbols stand for when studying regions which they have never seen.

We need more globes, and particularly relief globes and models in our schools. The expense of these things is considerable, but if the money which is devoted to elaborate and highly colored maps were thus applied the pupils would be much better off.

Good pictures stand next in importance to the real things, and where much out-door work is impossible these can be made in large measure to take their place. There are several geographical magazines which can be obtained at small cost and which are filled with illustrations from all parts of the world. They should be in every school library.

There is a right and there is a wrong way to go at the learning of those geographic facts which one should possess in order to be reasonably intelligent. We are to apt to try to bend the child to our established methods instead of making it our first duty to adapt our methods to the child. If we are following the right course, learning comes easily and pleasantly, a genuine interest is developed, and real knowledge results. If we are wrong, progress is slowly and wearily made, the results are superficial and soon forgotten.

In the earlier years of the elementary school geography and nature study can not be separated. Through nature study the pupil becomes acquainted with the meaning of his environment. In this environment are the materials which go to form the basis of all future work in geography. Nature study confines itself to what is at hand, to that which the pupil can actually see, handle, and investigate for himself. Geography extends this study over the whole earth. It does not attempt to study disconnected facts, but rather to understand them in their relations and distribution.

The geography of the home region is the touchstone. Our state and country seem more closely related to our home, and besides are more important and should be taken up before going in a formal way to foreign countries. This does not mean that all reference to the world at large should be left until late in the course. A general idea of it can be obtained from many good stories of life, adventure and

discovery, which is clearer and more real than formal study at this period would make it.

There is no better way to fix definite conceptions about distant parts of the earth than to study them in connection with important current events. To be sure this would interfere somewhat with the formal routine work as laid down in our courses of study, but then, do actual results, or do formal methods count most? Is it more important that we carry out a fixed course of study the facts of which are mostly forgotten, or that we use methods, which although somewhat irregular, are nevertheless productive of the desired results?

There is no necessity in the grammar grades for differentiating geography and history. There would be a vast saving in time and energy, if we would run the two subjects together. We can at least teach the geography of a country at the same time with its history. Is there anything more absurd, knowing the intimate dependence of history upon geography, to arrange our courses as though these subjects had no relation to each other?

Physical features influence climate and the latter affect the character and occupations of men. Physical features determine lines of travel, routes of discovery and exploration, and the position of industrial centers. History can not be properly understood apart from the influence of geographic conditions.

Now what is the conclusion from all the above discussion and criticism? To my mind it is this: Above all else we need teachers who have some first hand knowledge of nature and understand the importance of applying it. We must arouse a sentiment which shall demand this of teachers.

I place properly educated teachers first because educational leaders, superintendents, and others who frame our courses of study generally understand the importance of the facts given, but only here and there is one to whom the knowledge comes vitally home. These few progressive men find themselves handicapped by the ignorance of the rank and file of the teachers. It does not matter how thoroughly our educational ideals may be permeated with the importance of what has been discussed, it does not matter how much the textbooks may improve, unless the teachers become able to make use of the phenomena of their

home religion both in nature study and in geography there will be little advance.

The normal schools can lead in this reform if they will, but they must awake to the fact that something more than indoor study is needed. Lectures may show how interesting nature study is, how important is home geography, and how geography should be correlated with history, but unless the instructor takes the students outdoors and leads them under his guidance to actually work out these problems for themselves, the practical results will be small. Proper instruction in the handling of real things should be one of the first duties of the normal school. This the would-be teacher needs most, and it is the hardest to get elsewhere.

The university through its geography department is now beginning to reach the high school teachers. This influence should be widened to include elementary school teachers. Such a practice school properly conducted would send out teachers whose influence would be immediately felt in the schools of the state.

If county boards would widen the scope of their examinations and demand of candidates a little knowledge of common things, and refuse to grant certificates unless they were able to explain the simple facts of their environment, some progress would be made.

The children of our state are growing up in ignorance of their local history and geography. Not only this, but they are not acquiring the foundation necessary to enable them to make use of what they are getting.

Is it not time that we should seriously consider these matters?

# FORMER STATE SUPERINTENDENT MAKES CHANGE

On June 1st, former State Superintendent Thomas J. Kirk resigned from the vice presidency of Heald's Business Colleges, and retires from all school work. In an interview Mr. Kirk stated that he was impelled to the step from a desire to lead a more active outdoor life. He will give more personal attention to his asparagus farm on Bradford Island. He has other personal affairs, also, that will require

more or less of his time. He stated that his relations with the Heald forces have been most cordial, and expressed his belief that the educational work that Heald's Business Colleges are doing can scarcely be over estimated.

The many friends of former Superintendent Kirk wish him well in all his ventures, and if appearances count for anything, these wishes have been amply realized.

#### KEEP A GOIN'

If you strike a thorn or rose

Keep a Goin'!

If it hails or if it snows

Keep a Goin'!

'Tain't no use to sit and whine

When the fish ain't on your line

Bait your hook and keep on tryin'

Keep a Goin'!

If the weather kills your crop.

Keep a Goin'!

When you tumble from the top

Keep a Goin'!

S'pose you're out of every dime

Gettin' broke ain't any crime

Tell the world you're feelin' prime

Keep a Goin'!

When it looks like all is up
Keep a Goin'!

Drain the sweetness from the cup
Keep a Goin'!

See the wild birds on the wing
Hear the bells that sweetly ring
When you feel like sighin'—sing,
Keep a Goin'!

## THE PLACE OF INDUSTRIAL EDUCATION

LEWIS B. AVERY

Principal San Jose High School

CENTRALIZED form of government has its distinctive advantages. Those who live under it are, to a large extent, freed from the task of doing their own thinking. Many of the unnecessary worries of life are thus avoided. If our educational system were really a system handed down to us by the "powers that be," we teachers would probably be in no such constant ferment as we are. This is a time of transition, but who remembers any but a time of transition? Innovations are always demanding recognition. The fads and the frills are always with us. It is true that this constant effervescence may save us from disastrous explosions, but certain it is that it is disquieting not only to the public that pays the bills, but to those of us who must constantly sit in judgment as to the demands of the new versus the old.

What shall we do regarding the calls of to-day? On the one side is the cry "Back to the three R's," and on the other are the "New Light" people asking for a place in an already overcrowded curriculum. The worst of it is that the "Three R" people speak with such unpleasant positiveness about the virtues of the past, and the "New Light" people speak so enthusiastically about the glories of the future, and the educators themselves speak with such unanimous uncertainty about the conditions of the present. But with the discovery of the Springfield examination papers of sixty years ago, what many of us suspected becomes evident-that the schools of those days can not be compared in efficiency in the "Three R's" with the ordinary schools of to-day, and that, in spite of fads and frills, and in spite of the fact that our children have twice the spelling vocabulary, and many times the speaking and reading vocabulary, the "Three R's" in corresponding grades are of better quality to-day than they were then; all of which suggests that possibly our friends who so regret the days that have gone are possessed of telescopic memories, and when they tell of the girl that then spelled down the school, they forget the fact that the school was spelled down.

But what of fads and frills! Our schools are sort of laboratories or testing shops, where new things are constantly being tried out. Yet I am not apprehensive. Granted that some things are better than others, and that we frequently make poor choices, it remains that the

child is the principal thing, and just as a tree will grow if you give it good water and sunlight and soil, and will leave what it can not assimilate, so the inspiration of good teachers will set at work selective processes in the pupils that will produce the development of the varied personalities toward a perfection and power impossible to be attained if the curriculum is inadequate—the soil impoverished.

It thus appears that I am not antagonistic to even fads and frills, much less to those things which have already justified themselves.

The statement of the subject handed down to me suggests that industrial training has already a place in the school curriculum, and that it only remains for me to name the place. From my own point of view, the question would have been better stated had it asked, "What is the place?" For I fear that the most that I can do is to ask for light rather than to shed it. The arguments for the introduction of industrial training into the school curriculum are familiar to you all and I need not repeat them. To my own mind they are incontrovertible. A half century ago we were educating in the secondary schools the select of the community. Since 1876 our high schools have increased from two hundred to seven thousand, indicating that to-day we are endeavoring to educate the masses. Whatever general statistics may show, we know that in the best California communities a large proportion of the young people make at least a beginning in high school work; but our curriculum remains one largely planned for the development of scholarship-for the select of the community rather than for the masses. We have made wonderful progress in handling educational subjects; we have a flexible curriculum; our methods of presentation have improved; unlimited capital is attempting to give to teachers, in the form of text books, the latest refinements in the methods of presentation; the teaching force has improved to a remarkable degree, but it remains that we are preparing our young people for the technical and scholastic courses of our universities rather than for life. It takes no large degree of foresight to prophesy that the entire public school system of twenty years hence will scarcely be recognized as related to that of to-day. The day when education meant accomplishments only is past. The day when scholarship was the chief aim has given place to the supremacy of education for the expert and specialist. All these things must surely not be neglected, for the final test of education will always be the intellectual, but the intellectual side of education must have a material basis.

Germany has tried separating her industrial schools from those designed primarily for scholarship with the result that she is to-day deploring the existence of an educated proletariat. As Doctor Nicholas Murray Butler well puts it: "In providing a system of formal training adequate to our Nation's needs and hopes, we must not assume that any given youth is forever to be shut out from leisure and its enjoyments. We do not ask him to provide an economic basis for some one else's leisure, for the exercise of some one else's powers of reflection and of creation, but for his own." Abraham Lincoln's definition of education as being the knowing of something about everything and everything about something is not far from the ideal that we should establish. It is as necessary that our scholars should thoroughly appreciate the industrial side of life as that our workmen should be able to employ to cultural advantage the leisure which improved conditions bring. The separate industrial school is not the coming school for American communities. Under present conditions the separate school may be a necessity and must be encouraged until the general school finds a rational place for industrial education. The watchword of the education of to-morrow will be not accomplishments, not scholarship, not specialization, but service and efficiency.

Our young people need much more than the schools of to-day are giving, and particularly do they need education along the lines of the arts and the industries. We shall in the future, as in the past, do with few scholars, few specialists and few accomplished people, although we shall continue to render them high honor. But, if we are to make our high schools contribute to the entire community, social efficiency will be the goal.

There is a feeling in some circles that hand training has little or no mental value. Most of the arguments that are made for industrial training and training in the arts would still stand were this true, but it is not true. The acquirement of every manual art means a corresponding mental development. Take even so simple a thing as the drawing of a picture and we have what is called the education of the eye. The eye of the artist sees a thousand things in the landscape that do not appeal to the ordinary eye, just as a hunter sees the game where another sees verdure, although the same landscape is on the retina of each. So the same picture presents to the artist a detail wholly lost to the average eye. But it is not the eye which is educated. The eye may be as perfect a physical instrument in the one case as in the other. We must go farther—into the nervous structure of the brain, into the mind, to find the change that has taken place. All manual expertness, at least during the period of its acquirement, means mental training.

Industrial training is coming. Will it be in separate schools or general schools? My answer is that within the range of practicability every high school should and will give industrial training. What values will be attached to such training as compared with the scholastic branches of the curriculum? My answer is: equal values for equal times. If a period of preparation and a period of recitation daily is required for a scholastic branch, then two periods of industrial work will be given an equivalent valuation. But we now approach the more difficult questions as to what shall be taught in the various years of the high school, and to what extent pupils shall be expected or allowed to take industrial work. I look to the time when forenoons in our schools shall be given principally to scholastic work and afternoons principally to work in the manual arts and trades. The high school course should, in my opinion, follow largely the policy generally pursued to-day in semi-elective scholastic courses—the work of the first year comprising that of a more general nature with less of the elective element and with an increasing number of subjects available in later years, it being possible in the final years to devote one's self almost exclusively to the learning of some trade or occupation. The question will arise as to whether there should not be a similar opportunity for those who must leave school at an earlier age for the purpose of gaining a livelihood, and I am of the opinion that such an opportunity should be open, especially in the schools of the cities, although such a course should not be devoid of more distinctively cultural subjects. The incoming of industrial lines of work will surely hasten the time when the high school will reach back and include the seventh and eighth years of the elementary schools, and, in these years, special emphasis will be given to the more fundamental portions of the manual and home-making arts.

The fact that the present high school curriculum has the field and that any industrial training will be admitted more or less on sufferance will render the growth of industrial training in the high school necessarily slow. State adoption and state support for work in the grades will be necessary in order that the work may be made successful or even possible, for unquestionably the final crux of the matter will be financial, for industrial training of all kinds requires special expenditure, and the ordinary means at hand are wholly insufficient. State legislation is, therefore, essential.

The question of what the schools in the small communities shall do is also a difficult one. They can not be left out of any final solution of this question. The difficulty of obtaining competent teachers is no less formidable than that of obtaining financial support. As I have before said, our present system has the right of way. It has the teachers, it has the textbooks, and the system works admirably within itself. Where are your industrial textbooks? How shall we furnish teachers of industries for all the schools? Without these, can it be expected that industrial education will be successful as compared with the system at present in operation? It rests with the people intimately associated with the industrial schools and with that portion of the communities which recognizes the necessity for industrial education, to combine their efforts to overcome these difficulties. It is evident that progress must be slow and will probably be made by the gradual introduction into high schools of elective courses in manual arts for both boys and girls, and of domestic science for girls in particular, with shop work for boys, and with well-graded manual training work in the elementary schools from the first grade to the high school.

To what extent the occupations of the community shall determine the lines of work presented is a fruitful question for discussion. Agriculture and horticulture will require consideration, as well as the various trades, ranging from simple carpentry to the construction and operation of machines.

Elevating industries in the public estimation, and exalting ideals of efficiency in the minds of the young, will aid not only in the solution of the economic problems that confront us, but will materially help in the solving of moral problems as well. Doctor Hall has presented to us in a somewhat startling way the extent of our needs in the matter of moral teaching. There is no doubt that moral precepts are valuable, and that we ought to have religious teaching for the young. But to my mind one of the chief sources of difficulty in the moral training of our youth is a lack of proper industrial ideals and industrial effectiveness. What can we expect of our young people in the way of practical morality if they are continually compelled to substitute sharpened wits for good workmanship and are finally, in the competition of life, degraded, as they view it, from the mental work which they have been taught to hold in high esteem and for which they are more or less fitted, to the manual work for which they have neither taste nor fitness? It was Franklin who said that, "He who hath a trade hath an estate, and he who hath a calling hath an office of profit and trust." What better motto can the industrial education of to-day carry upon its banner than this word of Franklin? And we who foster the scholastic side of education need have no fears. Carlyle well puts it: "Labor, wide on the earth, hath its summit in Heaven."

## I RESOLVE

To keep my health;
To do my work;
To live;
To see to it I grow and gain and give;
Never to look behind me for an hour;
To wait in weakness, and to walk in power;
But always fronting onward to the light,
Always and always facing toward the right.
Robbed, starved, defeated, fallen, wide-astray—
On with what strength I have,
Back to the way.

# Gleanings

### ELEMENTARY AND HIGH SCHOOLS

At the meeting of the State Board of Education held June 11th and 12th for the purpose of adopting a series of readers for use in the schools of the State, no adoption was made. The Board reserved three series of readers for further consideration, viz.: Baker and Carpenter, Aldine, and Child Life.

The Board of Directors of the California Teachers' Association made a formal written request that the SIERRA EDUCATIONAL NEWS be made the official organ of the State Educational Department. Secretary L. E. Armstrong made a brief talk before the Board advancing arguments in favor of the desired change.

Vallejo is to call a bond election for \$60,000 for the purpose of erecting a high school building.

Bruce Painter, head of the science department of the Tulare High, goes to the principalship of the Sonoma High.

M. F. Reynolds has been promoted to the principalship of the Shasta County High School at Redding, vice B. F. Macomber, resigned.

L. E. Armstrong, principal of the Mastick School, Alameda, has resigned, to devote his entire time to the editorship of the SIERRA EDUCATIONAL NEWS, and the secretaryship of the California Teachers' Association. Clarence J. Du Four, principal of the Mill Valley School, has been chosen by the Alameda board to succeed Mr. Armstrong. Mr. Du Four was formerly principal of the Wilson school in Alameda.

Elmer L. Cave, principal of the Haight School, Alameda, has resigned, to accept the superintendency of Bellingham, Washington. Mr. Cave's successor will be George E. Furbush, supervising principal of the Benecia schools.

The Yosemite Valley Chautauqua from July 8th to 18th has a very attractive program arranged. Among other speakers we note the following: Bishop William M. Bell, Bishop William A. Quayle of Oklahoma, John Muir, Professor Willis L. Jepson, Dr. Charles Edward Locke, Francis J. Heney, President Benjamin Ide Wheeler, President David Starr Jordan, Rev. Frank Baker, Hiram W. Johnson, and Rev. William Rader. Very favorable terms have been offered by the railroad companies, so that teachers may easily spend a portion of their vacation in this great wonderland of the West.

- C. B. Crane, vice principal of one of the Fresno schools, has been elected supervising principal of the Benecia schools, vice George E. Furbush, resigned.
- D. O. Brillhart, head of the commercial department of the Visalia High, has been advanced to the principalship.
- D. J. Burrell, teacher of mathematics and history in the Hanford High School, has been elected principal of the Madera Union High School, vice W. W. Bristol, resigned.

Olney Albertson, science teacher in the Whittier High School, has been elected supervising principal, vice G. Walter Monroe.

- U. H. Nicholson leaves the principalship of the Point Arena High School for that of the Lodi High.
- L. L. Beeman has been elected principal of the San Bernardino High School, vice William E. Andrews, who resigned to accept a position in the East.
- E. E. Balcomb has been elected to a science position in the San Bernardino High School. For a number of years Mr. Balcomb has held the chair of science and agriculture in such institutions as the University of California, Oklahoma Agricultural College, and the Oregon State Normal.

A. O. Burk, principal of the Wilmington High School, has been elected to the principalship of the Wheatland High School, vice J. M. Roberts, who resigned to accept a position in Tennessee.

W. A. Sheldon, principal of the Azusa High School, has accepted a position in Harvard School, Los Angeles.

James Winne has been elected principal of the High School at Escondido, vice John H. Crippen, resigned.

Miss Julliette Levy, who has been teaching in California College, has been appointed to a position as teacher of French in the Oakland High School, vice Miss L. N. Reddington, who is out on leave of absence.

Frank Boren has been appointed to the department of mathematics in the Oakland High School.

Grant Karr has been appointed supervising principal of the San Pedro schools, vice H. F. Pinnell.

Harry Maxim of San Francisco has been appointed principal of the Madera Grammar School, vice Fred Talcott.

Mrs. L. A. Randall, graduate of the University of California, has been added to the faculty of the Ceres High School.

A greater Throop Polytechnic Institute is in process of construction at Pasadena. The courses of instruction are being changed, leaving out the normal course and many of the art classes. Throop is ambitious to become the Boston School of Technology of the Pacific Coast.

W. L. Glascock has resigned the vice principalship of the Colton High School to accept the vice principalship of the San Rafael High. Dr. N. K. Foster, Secretary of the State Board of Health, has been appointed Medical Director of the Oakland School Department. His salary will be \$3,600, his entire time being given to the department.

Superintendent H. A. Adrian of Santa Barbara, has resigned. Mr. Adrian had just been re-elected for a term of four years but declined to serve. He will devote his time to lecturing and writing.

The Palo Alto Board of Education has made a raise in salaries all along the line of about twenty per cent. Superintendent J. C. Templeton is advanced from \$2,000 to \$2,400. May the good work go on.

S. D. Waterman, former Superintendent of Berkeley, has written a book entitled, Practical Aids to the Teaching of Civics. The book is now being printed by Whitaker & Ray-Wiggin Company, and will be on the market some time in July. We shall review it upon its appearance.

Superintendent F. A. Swanger of the Oroville schools has resigned to accept a position in the Missouri State Normal at Springfield.

Fruitvale will build three eight-room grammar school buildings this summer at a cost of about \$20,000 each.

A. J. Paulsen, head of the commercial department in the Lodi High School, has been chosen principal of the Point Arena High.

B. F. Macomber goes from the principalship of the Shasta County High to that of the Bakersfield High.

Glenn Allen has resigned the principalship of the Fowler High School to accept the principalship of the Napa High. N

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### UNIVERSITIES OF THE STATE

President Benjamin Ide Wheeler will leave California shortly after the beginning of the college year. He will be away several months spending most of his time in Germany where he will lecture before the students of the University of Berlin.

Under the auspices of the summer session of the university and under the direction of Professor William Dallam Armes, chairman of the music and dramatic committee, a series of noteworthy lectures and entertainments open to the general public will be given in Hearst Hall Mondays and Fridays during the session.

The first of these entertainments, which will be given on the evening of June 23d, will be in commemoration of the centennial of the birth of Edward Fitzgerald.

One week later Mrs. Herbert Sanford Howard will give an interpretative reading of Wagner's *Lohengrin*, with excerpts from the music of the opera by Walter Mansfield, violinist, and Frederick Maurer, Jr., pianist.

The entertainment on the evening of July 7th, will be commemorative of the centennial of the birth of Tennyson. A quartet under the direction of John Carrington will give songs from his works set to music by Balfe, Barnaby, Whelpley, Tosti, Sullivan and other famous composers.

The evening of July 14th will be devoted to music by Mendelssohn and Chopin, both of whom were born in 1809, rendered by the Minetti String Quartet and a first-class pianist.

July 21st will commemorate the centennial of the births of three famous Americans, Poe, Lincoln and Holmes, and the entertainment will consist of songs, readings and recitations from their writings.

On July 28th the series will close with the recitation of Shakespeare's Macbeth, by the New York reader, Marshall Darrach.

Dr. W. H. Snow, Professor of Hygiene at Stanford University, has been appointed secretary of the State Board of Health, vice Dr. N. K. Foster, resigned.

Professor George H. Howison, former head of the Department of Philosophy of the University, who was recently retired with the title of Emeritus Professor, left this morning as a representative of the University of California to attend the international convention of universities at Leipzig, Germany, July 31st. Professor Howison will visit a number of Canadian cities and expects to prolong his visit in Europe at least a year.

#### STATE NORMAL SCHOOLS

The May fete given by the students of the San Jose Normal School was a great success. The pupils who took part in the exercises showed excellent training and the scene on the lawn was one long to be remembered.

The San Jose Normal graduated 191 teachers on June 24th. Dr. Edward L. Thorndyke of Columbia University delivered the commencement address.

The twentieth annual announcement of the State Normal School at Chico, has just been issued. Besides the general information and catalogue of courses, the booklet contains some very interesting cuts showing various school activities.

About twenty members of the San Jose Normal School faculty, including President Morris E. Dailey, will leave San Jose on Saturday, June 26th, for a tour of Europe. They will visit Belgium, Holland, Germany, Switzerland, Italy, France and England. They will return in time for the opening of school in September.

The summer session of the San Diego State Normal School will open June 28th and close August 6th. President Samuel T. Black has arranged a fine course of study. This, with the delightful climate and scenic attractions of San Diego and vicinity, provides at one stroke educational profit and vacation pleasures for the many teachers who will attend.

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#### OUTSIDE THE STATE

The Chicago Board of Education has eliminated algebra and Latin from the elementary schools.

Baron Kogoro Takahira, Japanese Ambassador to the United States, delivered the recent commencement address at the University of Illinois.

Teachers College, Columbia University, will open a studio and laboratory building in September, costing \$500,000. The new building is to be devoted to the new School of Household Arts.

Andrew Carnegie has founded eighteen hundred public libraries representing donations amounting to nearly \$52,000,000.

Dr. Enrich Tschermak of the University of Vienna, and Dr. von Ruemker of the University of Breslau are in California on a visit to Luther Burbank.

Cincinnati enjoys the distinction of having the only municipal university in the country. It embraces the College of Liberal Arts, the College of Engineering and the College for Teachers. During the past four years the university has advanced greatly both in number of students and quality of work.

Principal Willard S. Small of the Eastern High School, Washington, D. C., says that "after nearly five years of struggle, the secret societies though defeated at every stage of the contest, are apparently as strong as ever. And they are decidedly more secret."

Superintendent C. N. Kendall of Indianapolis, has been re-elected for another four-year term. Superintendent Kendall is one of the most efficient school men in the country and has built up the Indianapolis schools wonderfully during his term of service. The Utah Legislature, which has recently adjourned, made great changes in the school laws. Hereafter no teacher is to receive less than \$450 a year, and no teacher who has not had at least three years' experience shall be granted a certificate unless she has had at least a four-year high school course or its equivalent. A State textbook commission is established consisting of the State Superintendent, the President of the State University, the President of the State Agricultural College, the Principal of the State Normal School, and five resident citizens of the State, to be appointed by the Governor, three of whom shall be county superintendents of schools. This commission shall prescribe what texts may be used in schools except those of cities of the first and second class. A State School Fund is also provided. There are many features which suggest that our own codes have been followed by the Legislature of our sister State.

The State Normal School of Kansas granted college degrees to eight graduates this year.

Professor F. B. Dresslar is already making his power felt in Alabama. He was one of the prominent speakers at the State Association meeting held recently and is a member of the Conference for Secondary Education which meets June 21st.

Kansas is to try to promote district consolidation by paying parents fifteen cents a day per child for transporting their children.

Commissioner of Education Elmer E. Brown, in his report on education in the Philippines, states that the total enrollment of the year ending June 30, 1907, was almost 480,000; that the number of American teachers is 826 and the number of Filipino teachers is 6,141. The average salary of the American teacher is \$1,224 and that of the Filipino is \$266.

Acting Chancellor Samuel Avery, who succeeded Dr. E. Benjamin Andrews, has been elected to the permanent chancellorship of the University of Nebraska.

Pennsylvania has adopted a new school code which supersedes several hundred general laws and more than two thousand special laws.

The State of Washington has adopted a new code of school laws and placed them in effect June 15th.

The Oregon Legislature has refused appropriations for the State Normal Schools of that State.

Dr. H. H. Horne, who will lecture at the coming summer session of the University of California, has resigned his chair at Dartmouth College. He is to accept the professorship of the history of education and philosophy at the Graduate School of New York University.

The second volume of the report of the United States Commissioner of Education has just been issued. Besides the usual statistical tables, the volume contains an interesting article on Education in Alaska by Harlan Updegraff. In his summary of statistics, Commissioner Brown calls attention to the fact that the average length of the school term has increased from 134.7 days in 1890, to 151.8 days in 1908. The expenditure per capita of population for schools has increased from \$2.24 in 1890, to \$3.90 last year, while the increase in expenditures per pupil has been from \$17.23 to \$28.25.

The fifty-fourth annual report of the St. Louis Board of Education has just reached our desk. It contains a very strong and interesting review of the life and work of the late Superintendent F. Louis Soldan, who lectured in the summer session of the University of California some years ago. It also contains a very full discussion of the high school curriculum and some very suggestive plates showing the floor plans of the new buildings in that city. Superintendent Ben Blewett is to be commended for the excellence of his first report.

Mrs. Collis P. Huntington has given a \$250,000 site in New York to the American Geographical Society on condition that a like amount be raised for a building.

## Our Book Shelf

JEWETT'S GOOD HEALTH. By Frances Jewett. Edited by Luther Halsey Gulick, Director of Physical Training in the Public Schools of New York. Cloth, 172 pages. Price, 40 cents. Ginn & Co., New York; San Francisco, 717 Market street.

This is the first book of the Gulick Hygiene Series. Nothing finer has come to our desk than this little book. The author has consistently made the establishment of good hygienic habits the goal of physiological instruction. In a simple, easy way, almost in story form, detailed instruction is given in the matter of personal hygiene—just what to do in caring for the eyes, ears, teeth, etc.; how to get pure air into a room and impure air out of it; how to form right habits of sleeping, eating, and exercising. The book is well illustrated and will prove a help to any one who has the physical care of children. We shall review other books of this series in subsequent issues.

HICKS'S CHAMPION SPELLING BOOK. By Warren E. Hicks, Assistant Superintendent of Schools, Cleveland, Ohio. Cloth, 12mo, 238 pages. Price, 25 cents. American Book Company, New York; San Francisco, 565 Market street.

This book was prepared in direct response to the cry of business men in general, "The boys sent to us from the public schools do not know how to spell!" It embodies the method of teaching spelling which after two years' use enabled the pupils of the Cleveland schools to win the victory in the National Education Association spelling contest of 1908. It covers six school years, from the third to the eighth inclusive, and contains about 6,000 words in all. Of these, 1,800 are selected for intensive study, two being made prominent in each lesson. The pronunciation, syllabication, derivation, phonetic properties, oral and written spelling, and meaning of these are all to be made clear to the pupils, who are to use the words in intelligent sentences made by themselves. The subordinate words are arranged in helpful groupings. Systematic reviews, and frequent oral and written spelling contests, are provided for throughout. Supplementary lessons teach such helpful subjects as abbreviations, prefixes, suffixes, and word building.

Jones's Teaching Children to Study. By Olive M. Jones, Principal Public School, 120 New York. Cloth, 193 pages. Price, 80 cents. The Macmillan Company, New York; San Francisco, 571 Market street.

This book, by a strong, practical principal, is another effort to secure greater elasticity in our large graded schools. More personal attention for each child as an individual, as against the tendency to make the grade the unit of instruction, is the author's message. She treats with considerable fullness the plan of the group system as applied in her own school. She also reviews the attempts made by others to render classroom instruction more adaptable to large classes. This reconciling the interests of society and the individual child is a problem that bids fair to be with us always. Miss Jones' book states the case clearly and heads in the right direction.

FAMOUS POEMS EXPLAINED, OR HELPS TO READING WITH THE UNDERSTANDING. By Waitman Barbe, Litt. D., West Virginia University. With an Introduction by Richard G. Boone, Ph.D., formerly Superintendent of the Cincinnati Public Schools. Price, \$1.00, postpaid. Hinds, Noble & Eldredge, 31-33-35 West Fifteenth street, New York City.

Everyone has some favorite poem. Many have many which they declare their favorites. But everyone is familiar with many poems without being acquainted with them. Most of us are attracted in the case of many popular poems, by some one engaging quality of the verse, the rhythm, the swing or lilt, the sentiment, the sound—the way the words, the syllables, the meter fit the ideas—or it may be the story or the reminiscence, or some other attribute of the poem; or, again, it may be a patriotic or romantic association. But for whatever reason a poem becomes one of our favorites, the more we know about the poem and about the allusions it contains, the better we appreciate it; and the more capable we become of appreciating other poems—the more susceptible we become to the charms of poetry generally. To read with understanding—the design of the new book is to help one to do just that. The poems are well selected; and every one is

prefaced interestingly by some account of the poem, or some incident regarding its origin, or something informing by way of interpretation or "appreciation." In most instances the poem is followed by footnotes explanatory of words or phrases, or allusions; and at the end of the volume are "Biographical Notes of the Authors Represented."

AYRES' LAGGARDS IN OUR SCHOOLS. By Leonard P. Ayres, A.M., Secretary Backward Children Investigation, Russell Sage Foundation. Cloth, 236. Price, \$1.50, postpaid. Charities Publication Committee, 105 East Twenty-second street, New York.

Here we have fresh from the press a veritable mine of data dealing with children who do not keep up with their fellows. The problems of physical disabilities, sickness, irregular attendance, compulsory labor, nationality and sex influences, etc., are treated in a clear, concise way. It not only shows the reasons why so many children are backward, but points the way to a removal of the adverse conditions. It is an extremely valuable book for study and reference.

### STUNG BY THE MONEY-BEE!

We all love our teacher. That's the reason we pay them so little. A labor of, by, and for love is a noble thing, and we should not debase those whom we love by offering too much filthy lucre.

We do not want our teachers to be stung by the money-bee. Nor are we entirely unselfish in this. If they were so stung, they might communicate the infection to our spotless children, whom we would not make purse-proud for anything in the world except to show that they are better off than those of our neighbors.

Teachers should struggle to make both ends meet. Only thus can they set the divine example. If there is to be any wage-cut due to the industrial depression, it should begin at the bulwark of our liberties, whether it be the little red schoolhouse on the hill or the big, ill-ventilated, unsanitary education emporium in our cities.

-ELLIS O. JONES, in June Lippincott's.

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# Our Easy Corner

### THE DUTCHMAN GOT HIS

Patrick arrived home much the worse for wear. One eye was closed, his nose was broken, and his face looked as though it had been stung by bees.

"Glory be!" exclaimed his wife.

"Thot Dutchman Schwartzheimer-'twas him," exclaimed Patrick.

"Shame on ye!" exploded his wife without sympathy. "A big shpalpeen the loikes of you to get bate up by a little omadhoun of a Dootchman the size of him! Why—"

"Whist, Nora," said Patrick, "don't spake disrespectfully of the dead!"—Everybody's Magazine.

#### CAUSE FOR ALARM

An elderly patient in the Tennessee mountain region was suffering from a malady the remedy for which the doctor prescribed in the form of capsules. The old woman trusted her medical adviser, but for medicine she evinced much suspicion.

Some time after she had taken the capsules she was asked by her son how she felt.

"Porely."

"Don't you want nothin' to eat?"

"No."

Soon, however, the old woman arose from her bed and took her seat in a rocking chair. Thinking that the attention would be gratefully received, the son filled her pipe, and, taking a live coal from the hearth, carried both to his mother.

"Take that away, son!" yelled the old woman in the utmost fright. "Don't you know better'n to come near me when I've got them cartridges in me?"—Philadelphia Record.

### WHOLE TRUTH

Witness—I saw a man with one eye named Wilkins. Lawyer—What was the name of the other eye?

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